



# **Primary Relationships and Sex Education (RSE) Policy 2023**

**(Awaiting Governors approval)**

Review Date	Approved by	Governor Reference	Minute
March 2023	FGB (tbc)		

At Granby School we are committed to safeguarding and protecting the welfare of all children and young people. We expect all staff, students and volunteers to share this commitment.

**This Policy will be reviewed in March 2025**

## Introduction

At Granby Junior School we believe that effective Relationships and Sex Education (RSE) is essential for young people to make responsible and well-informed decisions about their lives. The RSE programme is integrated as part of the PSHE curriculum (see separate PSHE policy). This school policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (Feb 2019).

Relationships Education and Health Education are both taught in this school as statutory subjects. Elements of sex education, though non-statutory are also part of an integrated PSHE programme of work. At Granby Junior School, we use the Derbyshire County Council Scheme called '**PSHE Matters**' to deliver our planned PSHE lessons. This scheme encompasses the Government's expectations for children's social, health, emotional and relationships education as it becomes statutory from September 2020.

For the purposes of this policy we will refer to Relationships Education and Sex Education as combined subjects, as any learning about the physical and sexual aspects of growing up is taught in the context of positive healthy relationships. Relationships and Sex Education make a significant contribution to the school's legal duties to

- prepare pupils for the opportunities, responsibilities and experiences of adult life and
- promote the spiritual, moral, social, cultural, mental and physical development of pupils.

## Aims

The aim of Relationships and Sex Education at Granby Junior School is to equip our pupils with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their health and wellbeing. We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement and future success. We aim to put in the key building blocks of healthy respectful relationships, focussing on family and friendships, in all contexts, including online. Our programme also aims to support pupils in their personal development with regard to attributes such as kindness, integrity, generosity, respect and honesty. These approaches support our wider work of building resilience in our pupils.

The integrated PSHE and RSE curriculum aims to:

- Develop communication and skills to be effective in friendships and relationships.
- Ensure children are able to name parts of the body and describe how their body works; learn how to care for their body and value health, fitness and hygiene.
- Respect their own and other peoples' bodies and personal space.
- Recognise appropriate and inappropriate touching, be able to keep themselves safe and to know when and how to ask for help and support.
- Recognise that difference is OK and celebrate it and so recognise and challenge pressure to conform to gender stereotypes.
- Be confident with their body image and prepared for puberty.

At Granby Junior School we deliver age-appropriate sex education as an integrated part of our PSHE programme. We recognise the prevalence of information and attitudes about relationships and sex that children and young people are exposed to and aim to provide an environment where they can receive reliable information about their bodies, and feel comfortable to ask questions, rather than turn to inappropriate sources. We take a rights-based approach to relationships and sex education. This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all their relationships.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex, are more likely to be discerning in their relationships and sexual behaviours and to have fulfilling relationships.

We focus on attitudes, values and skills, as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all their relationships.

Relationships and Sex Education is defined by the PSHE Association as 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health'.

## **RSE Curriculum**

This content is delivered in an age-appropriate way in our school with regard to the age and stage of pupils. Granby Junior School has a caring ethos that models and supports positive relationships between all members of the school community.

The DfE recognises 5 elements to Relationships Education. These are

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

We recognise that RSE does not come just through the curriculum. In responses to sex related issues all staff will model positive, matter of fact answers in an age-appropriate way.

## **The “PSHE Matters” Scheme Overview**

In **Lower Key Stage 2 (age 7-9)** pupils learn about change in friendships, relationships and families; how to be a good friend online and offline; managing conflict in friendships; how and why their bodies are changing; staying safe online; about gender stereotypes and their impact; about feelings and how to cope with them; that a male and a female are needed to make a baby; what a baby needs, about privacy, boundaries and secrets and who to talk to if they feel anxious or unhappy.

In **Upper Key Stage 2 ( age 9-11)** pupils learn about the important relationships in their life; about how to show love to others; about the different kinds of families and partnerships ; about marriage

and stable loving relationships and their importance for having babies and bringing up children; how to recognise healthy and unhealthy relationships; the different types of bullying, why they are unacceptable and how to respond; the physical and emotional changes in puberty, including menstruation, and how to cope with them; how babies are conceived, how they develop and are born; how diseases such as HIV are transmitted and prevented; the impact of social media on self-esteem, body image, health and safety and ways to manage this.

Some elements of sex education are statutory. Learning about 'the changing adolescent body' is part of statutory Health Education. Children will learn key facts about puberty including physical and emotional changes, about menstruation and the key facts about the life cycle.

National Curriculum Science is also statutory. This includes:

### **Key Stage 2**

- Describe the differences in the life cycle of a mammal, an amphibian and insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Recognise the impact of diet exercise drugs and lifestyle on the way their bodies function.

## **Equality**

Granby Junior School delivers RSE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation,.

We are aware that some pupils are more vulnerable to exploitation, bullying and other issues, due to the nature of their SEND. Relationship Education, RSE and Health Education is accessible for all our pupils at Granby Junior School.

The school believes that all pupils should have access to RSE that is relevant to their particular needs and our approach is that staff will be:

- Proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying. We will foster healthy and respectful peer-to-peer communication and behaviour between boys and girls.
- Aware that some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RSE needs at times which we will support. We ensure that RSE is accessible to all pupils through high quality teaching that is differentiated and personalised. We will also be mindful of preparing for adulthood outcomes as set out in the SEND code of practice when teaching these subjects to those with SEND.
- Able to consult pupils and parents/carers about their needs, take account of their views and promote respect for and understanding of the views of different ethnic, cultural and religious groups in line with safeguarding and schools statutory duty to keep pupils safe and deliver certain elements of the statutory RSE curriculum.
- Able to approach teaching about different families and relationships with sensitive and age appropriate both in content and approach. LGBT content will be integrated into the

programme rather than as a stand-alone lesson or unit. Staff will actively tackle homophobic bullying.

- Able to consider the particular needs of boys, as well as girls, and use approaches that will actively engage them (research shows that girls typically engage easier in RSE). Staff will also be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying.
- Able to recognise that our pupils may come from a variety of family situations and home backgrounds. Staff will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

## **RSE Teaching Provision**

RSE is taught in the following ways.

1. A safe learning environment is established in all PSHE lessons including the ground rules encompassing: 1) we will not ask personal questions 2) we have a right to pass if we don't want to comment 3) We agree to join in and make positive contributions 4) We will listen to each other without interruption.
2. Different teaching and learning methods are used to ensure pupils' full participation and development of skills.
3. Within the taught, age-appropriate, spiral RSE programme within Personal Social and Health Education ("PSHE Matters").
4. Within Science as stipulated by the national curriculum and/or as negotiated with the PSHE coordinator.
5. Through other curriculum areas for example Drama, English etc.
6. Through assemblies.
7. Through pastoral support.
8. By the provision of appropriate leaflets and other information sources, where appropriate.
9. Via targeted intervention, where appropriate, with vulnerable individuals.
10. Delivery in response to incidents.

## **Teaching Methods, Resources, Training and Monitoring**

All the following elements of teaching methods, resources, training and monitoring are essential elements in providing quality RSE.

### **A Safe Learning Environment**

In order for PSHE or RSE to be conducted safely the following will be in place:

- Group agreements or ground rules are negotiated, explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules/group agreement.)
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.

- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled.
- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress. Pupils at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues

## **Teaching and Learning Methods**

Teaching and learning best practice will be applied. Active learning methods that support participation and encourage reflection will be used including group work, discussion, practical activities, negotiation and using thinking skills.

## **Asking and Answering Questions**

Teachers will attempt to answer pupil's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use that a skill and discretion in these situations, and if necessary, refer to the PSHE coordinator for advice and support.

Teachers will apply the following principles:

1. Clear guidance will be established about what is appropriate and inappropriate in a whole class setting-group agreement/ground rules will help to achieve this.
2. If a pupil's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later an individual basis.
3. Personal questions should be referred to the ground rules/group agreement.
4. Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupil's discuss issues in a way which encourages thoughtful participation.
5. If a teacher is concerned that a pupil is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.

## **Visitors**

A visitor can enrich, but not replace, the RSE curriculum. Care is taken to ensure that the visitor's contribution fits with our planned programme of work and policy, and that the content is age appropriate and accessible for the pupils. Please see our External Contributors Policy for further information,

## **Resources**

Teaching resources will be selected based on their appropriateness to pupils and their impact. Care will be taken not to use materials or have discussions that could be 'instructional' e.g., regarding self-harm.

## **Continuity, Progression and Assessment**

Our school has the same high standards of the quality of pupils learning in RSE as in other curriculum areas. RSE will be delivered through a sequenced, planned programme of work. Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and understanding, developed in response to the needs assessment of pupils existing knowledge, experience and understanding.

Pupils' existing knowledge needs to be the starting point for all RSE work. Baseline, formative and summative assessments will contribute to the effective delivery of RSE.

The elements of RSE that form part of the Science curriculum are assessed in accordance with the requirements of the national curriculum. Learning from other elements of RSE is assessed as part of the PSHE provision and builds on existing school systems.

## **Parental Engagement in RSE**

We recognise the prime role of parents/carers in the development of their child's understanding about relationships and sex. We work in active partnership with parents/carers in the development and review of RSE.

The school ensures that parents/carers are: made aware of the school's approach and rationale for RSE, involved in the review of the RSE policy and made aware of the school's PSHE curriculum. Parents/carers have a legal right to withdraw their children from some dedicated sex education lessons. They do not have a right to withdraw their children from those aspects of RSE that are taught in national curriculum Science, Relationships Education or Health Education.

If a parent/carer has any concerns about the RSE provision, we welcome the opportunity to address their concerns. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. In the event of a request to withdraw we will document this process and ensure a record is kept.

## **Personnel and Training**

Mrs K. Taylor is our PSHE coordinator. Mrs Taylor is responsible for RSE. She is supported by Mr M. Davies (DHT) with the Bert Award.

RSE is delivered by class teachers. The school is committed to ensuring that everyone involved with teaching or supporting the teaching of RSE will receive appropriate and ongoing professional development in order to maintain a whole school consistency and high standards for the children/young people in our care. A copy of the RSE policy is on the school website.

## **Monitoring and Evaluation**

The programme is regularly monitored and evaluated by the PSHE coordinator. This takes place through a variety of methods, including learning walks, observation, scrutiny of annotated lesson plans, and pupil feedback.

The views of the pupils and teachers who deliver the programme, are used to make changes and improvements to the programme on an ongoing basis. The needs assessment is built into the lessons and will also inform any changes to the curriculum.

### **Consultation, Policy Development and Review**

This policy document was produced in consultation with the entire school community, including pupils, parents, school staff, governors and any other appropriate stakeholders.

This policy has been approved by governors. This document is freely available to the entire school community. It has also been made available in the school newsletter/website/prospectus.

It will be reviewed on a biannual basis.

Current date..... Review  
date.....

Signed.....(Chair of Governors) Date.....

### **Policy Links- (cross referenced for consistency)**

- Anti-Bullying
- Drugs Education
- Confidentiality
- Emotional Health and Well-Being
- Equality Policy

### **External Contributors**

- PSHE
- Safeguarding
- Science
- Teaching and Learning
- Assessment